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ABSTRACT

This reading inventory was constructed from vocabulary lists and stories in Lippincott's Basic Reading Series (1971 edition). Designed to yield an estimate of a child's instructional reading level for grades one through eight, this program comprises reading selections and tests which are individually administered and to which students respond orally. At each reading level, tests measure the ability of students to recognize words in context, through oral reading and through silent reading plus oral response to comprehensive questions. Included are: (1) a test record sheet which indicates standards for passing and which reflects independent, instructional, and frustration levels of word recognition and comprehension; (2) a summary record sheet which indicates areas of comprehension, mispronunciation, and word recognition; and (3) a diagnostic compilation record sheet. (LL)

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TEACHER'S ADMINISTRATION COPY
of
LIPPINCOTT'S BASIC READING SERIES
1971 Edition
Informal Inventory

by

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INSTRUCTIONS FOR THE USE OF THE
INFORMAL READING TEST

This Informal Reading Test was constructed from vocabulary lists and from stories in the Basic Reading Series, (1971) Edition, published by the J. B. Lippincott Company.

The test will be useful in inducting a child into our Basic Reading Series who transfers from another district. It will be useful in placing a child from within our school at his correct instructional level for direct teacher instruction. Also, it will be helpful in ascertaining the level of independence for successful individual and independent reading activities.

This is an individually administered test in which the pupil responds orally. It is designed to yield an estimate of the instructional reading level. The level at which a child needs direct teacher instruction in a developmental sequence of reading skills and activities. This estimate is derived from scores earned on tests which measure the ability of the pupil to recognize and read words presented in list form, and in oral and silent context form.

Suggested reading levels and approximate grade levels -- A,B,C (1); D,E (2); F,G (3); H,I (4); J (5); K (6); L (7); M (8) -- will be represented by a test to measure the ability of the pupils to recognize words in list form which constitute representative samplings of the vocabulary presented. There will also be at each reading level a test to measure the ability of the pupils to recognize words in context form through orally reading a selection taken from the reading text. In addition there will be at each reading level (with exception of level A) a test to measure the ability of the pupils to recognize words in context form through silently reading a selection taken from the reading text and responding orally to comprehensive questions. If desired, a third diagnostic help can be derived at any level by having the teacher read the silent reading selections to the pupil, asking the questions, and determining the child's capacity to respond to ideas -- auding level.

A pupil who is suspected of being below grade level in reading achievement, or who is quite apprehensive about the test, should begin at a reader level which is at least two grade levels below his present grade placement.

A student who is not suspected of performing below grade level in the area of reading might start reading the story which is one grade level below his present grade placement.

(NOTE: Level E pages 1-145 Reviews Levels A, B, C; pages 146-end Reviews Level D.)

If the pupil does not meet the Instructional Level Score at the reading level at which the test is begun, you will work downward, level by level, until a level is reached at which the Instructional Level Score is met. That level will then become the Estimated Instructional Reading Level for pupil placement in teacher-directed instructional groupings.

Should the pupil meet the Instructional Level Score at the reading level at which the test is begun, you will progress upward, level by level. You will continue until the level is reached at which the child has reached the "frustration" level twice in succession. The highest level at which the standard set for Instructional Level was met then becomes the Estimated Level for direct teacher instruction. Independent work assigned for independent and individual completion will then be one or two levels below the Instructional-Teacher-Directed-Level.

ADDITIONAL HELPFUL HINTS FOR ADMINISTERING THE INFORMAL READING INVENTORY

STEP ONE: Adhere to the suggestions on page (i) for choosing the level at which to begin testing. Administer successively higher levels (of both oral and silent tests) until the frustration level has been reached twice in succession.

NOTE: When administering both oral and silent tests you may find that you must continue longer for one or the other, as the levels for silent and oral reading may vary.

STEP TWO: Administer Word Recognition Lists.
1. Ask the child to read all the words orally.
2. Record verbatim any mispronounced word.
3. At a later date record all errors on the Compilation Sheet for analysis.

STEP THREE: Administer the Oral Reading Inventory.
1. Tell the child to begin reading orally from the Student Booklet.
2. Record each mistake according to the correct marking procedures.
3. Check number of errors, and indicate level attained on the Student's Informal Reading Test Record Sheet.
4. Record any comments: i.e. vocalization, emotional stress, word attack used etc.

STEP FOUR: Administer the Silent Reading Inventory.
1. Tell the child to read the selection from the Student Booklet, silently.
2. Close the Student Booklet and read orally the comprehension questions, to him.
3. Record student responses verbatim.
4. Refer to suggested answers and check level at bottom of page.
5. At a later date record and analyze on the Comprehension Analysis Summary Form.

STEP FIVE: Administer the Auding Capacity Test.
1. When the child has reached two frustration levels in a row on the silent reading test, then read the silent reading stories to him, ask the questions, and determine his auding level from this. This gives an idea of the capacity of the child to respond to the ideas at each level independent of his skill in decoding.

STEP SIX: Analyze data on summary sheets. Prepare to use the diagnosis for prescriptive teaching, and for correct placement for instructional groupings. Also, utilize the "independent level" scores as an indication of the level at which the pupil is able to function individually and independently, apart from teacher assistance per se.

CORRECT MARKING PROCEDURES

NOTE errors in all categories for diagnostic-prescriptive instruction; however, for purposes of placement per se, count errors of mispronunciation and words pronounced for student only.

MISPRONUNCIATION	On a recording copy, write the mispronounced word directly above the word in the Word Recognition Lists, or in the Context Form. Note: It is important for diagnostic analysis that you record the mispronounced word exactly as it was mispronounced. (liked)
WORDS PRONOUNCED FOR STUDENT (after 5-second hesitation)	If a student hesitates for more than five seconds, say the word for the child and write a capital P, indicating that you pronounced the word for him.
WORDS OMITTED	If a child fails to read a word, simply circle the omitted word.
WORDS ADDED	If a child adds a word when reading the Context Form, make a symbol ^ and follow it with the added word or words.

A word error corrected immediately by the student is not counted as an error. If the child continuously mispronounces the same word, count the word as only one error.

After tabulating the total number of recognition errors pertaining to words in the list form and the oral reading of the context form, you will record the data on the INFORMAL READING TEST RECORD SHEET. You will note that the record sheet calls for the pupil's score on recognition of words in list form to be multiplied by a factor of four. This product is then added to the pupil's score on recognition of words in context form. This sum is then compared with the given Instructional Level. A pupil's score which equals or exceeds this Instructional Level will cause you to conclude that the pupil has met the standard set for "pass" at that reading level and you will so indicate.

Keep in mind the fact that this test yields but an estimate directly related to the Lippincott Basic Reading Series. You may find in working for a lengthy period of time with the child that you may need to make adjustments according to the pupil's actual performance in the classroom.

Pre-Primer (Level A):

Word Recognition in List Form:

50 Word Sample

Student Form:
Page 1

1. front
2. grunt
3. stamp
4. mess
5. drift
6. mend
7. hum
8. grasp
9. spot
10. crept
11. step
12. cast
13. grin
14. fret
15. punt
16. drug
17. hand
18. cut
19. past
20. rust
21. stop
22. fact
23. spin
24. rest
25. for
26. tug
27. crisp
28. dust
29. muss
30. drop
31. spit
32. sum
33. stump
34. dent
35. must
36. crop
37. end
38. grass
39. fun
40. mast
41. hunt
42. pest
43. top
44. drip
45. cast
46. hot
47. stem
48. spent
49. mint
50. cross

Pre-Primer (Level A):

Word Recognition in Context Form: Oral

200 Word Sample

Student Form: Page 2

Level A Stories

Tom and Pat run to the man. The man has a pet dog. The dog has a hat. His hat is red. The pet dog is for Pat. It can run fast.

The dog runs from the man. It is a fat dog. The dog is fun for Pat. The pet dog is on the cot. It must sit on the rug.

Rags is a pet dog. Rags can run fast. Red is not a pet. Red can run fast. Rags and Red run. Can Rags get Red? Run fast, Red. Red runs and runs.

Red runs fast. Rags runs fast. Rags can not get Red. Red is in his nest.

A pig is in the pig pen. It runs at Pat and Pam. Pat and Pam run to the tent. Pat puts up the net.

Tom sat on a rug. Pat sat on a cot. Tag sat on the rug. Tag is a pet cat. Ann ran. A man ran. A ram ran. Dan and Don run. Sam and Ann run.

Tom and Tim rest in the tent. It is a tan tent. A ram runs at Tom and Tim.

A dog digs in a rug. It is a red rug.

Primer (Level B):

Word Recognition in List Form:

50 Word Sample

Student Form:
Page 5

1.	smoke	26. sprain
2.	made	27. stick
3.	have	28. retreat
4.	give	29. taste
5.	kilt	30. near
6.	alive	31. said
7.	vow	32. wolf
8.	jerk	33. please
9.	junk	34. smack
10.	five	35. blimp
11.	cloak	36. helmet
12.	joke	37. handed
13.	before	38. keeper
14.	jump	39. harmed
15.	once	40. defeat
16.	foe	41. fawn
17.	just	42. flare
18.	core	43. sank
19.	trailer	44. here
20.	cord	45. tame
21.	warm	46. brisk
22.	flock	47. massed
23.	deeper	48. scarf
24.	western	49. rattle
25.	vacant	50. come

Primer (Level 3):

Word Recognition in Context Form: Oral

200 Word Sample

Student Form:
Page 4

Van's Cave

Van is an old, old man. He lives in a cave near a lake. Van has a bed and a stove in the cave.

Van made the bed of old lumber. He made the stove of old bricks. He sleeps in the bed. Spot likes to sleep near the stove. His bed is just an old coat.

Spot likes to live in Van's cave. It is home for the old man and the dog. Once Van and Spot went to hunt ducks. Van saw a flock of ducks land on the lake. He fired and fired at the ducks.

"I hit five ducks," said Van. "Jump into the water, Spot, and get the ducks for me." Spot jumped into the waves and swam to get the ducks. "Fine dog," said Van. "We will eat the five ducks."

Van and Spot went back to the cave. Van made a fire. Spot must not leave the ducks. He can see a wolf near the cave.

"The fire is hot," said Van. "I will roast the ducks now." Van did not see his five ducks. And Spot was fast asleep.

"Bad dog," said Van. "Now we must go and get more ducks."

Primer (Level B):

Word Recognition in
Context Form: Silent
Reading for Comprehension

200 Word Sample

Student Form:
Page 5

Ride in a Jet Plane

Jack went on a trip in a jet plane. It was his first plane ride. He went to see Jan. Jan's home was in West Falls.

A jet plane is big and it can go fast. It is as sleek as a bird. Jack had not seen a plane as big as the Star Fire.

The plane sat still and Jack went up the steps. Jack sat down near the back of the plane. He had a seat belt to make him safe.

Jack saw the pilot in the front of the plane. His job was to run the Star Fire. Jack saw the hostess. Her job was to help Jack if he sent for her. The hostess was to get him a meal if it was time to eat.

"I press a little button if I want to eat," said Jack. Jack ate on the big plane. He had meat and rolls and jam. "Just like home!" said Jack. "I can eat, and read, and sleep if I want to."

The Star Fire came to West Falls on time. Jack ran down the steps. Jan came in a jeep to meet Jack and take him home.

"I had/fun on the big jet plane," Jack told Jan.

Primer (Level 3):

COMPREHENSION QUESTIONS
(To be read by teacher)

Ride in a Jet Plane

1.	What was the main idea of the story (A ride on a jet plane)	Main Idea
2.	What was the name of the jet plane (Star Fire)	Factual
3.	Who was Jack planning to visit (Jan)	Factual
4.	What was the first thing Jack did to make his trip safe (He fastened his seat belt)	Sequential
5.	Why do you think Jack might have been afraid (It was his first plane ride)	Inference
6.	Why do you think Jack won't want to eat supper as soon as he gets to Jan's house (ate on the plane, too excited, so much to see)	Inference
7.	What did "Star Fire" look like (description of a jet plane)	Imagery
8.	What word was used to describe the smooth and shiny jet plane (sleek) (child may refer to story)	Vocabulary

Comprehension Score: Silent Reading (Circle Pupil's Score)

Correct Responses	1	2	3	4	5	6	7	8
Possible Responses	12½	25%	38%	50%	62½	75%	88%	100%

1^1 - 1^2 (Level C):

Word Recognition in List Form:

50 Word Sample

Student Form:
Page 6

1. splash
2. shape
3. bridge
4. thrift
5. fleece
6. blaming
7. teach
8. delay
9. they
10. loaded
11. whether
12. crowd
13. double
14. hoping
15. sprung
16. obey
17. share
18. voice
19. chess
20. flapjack
21. droop
22. h[illegible]ched
23. where
24. burned
25. brook
26. who
27. sly
28. charm
29. confusion
30. abound
31. hollow
32. stingy
33. beside
34. study
35. proof
36. scorch
37. growl
38. while
39. hopping
40. push
41. ginger
42. thrush
43. paving
44. your
45. chop
46. boyhood
47. there
48. correction
49. quicker
50. certain

1^1 - 1^2 (Level C):

Word Recognition in Context Form: Oral

200 Word Sample

Student Form:
Page 7

The Shepherd Boy

There was once a shepherd boy who tended his sheep at the foot of a big hill. It was near a dark forest. The soil there at the foot of the hill was good and moist. It made the gra s nice and green. So the sheep enjoyed grazing all day.

The shepherd boy was lonely. One day, just for fun, the boy rushed down to the village. He called out in a loud voice, "Wolf, wolf!"

All of the villagers came running to join the boy and to help protect the flock. No one saw a wolf, but some of the villagers stayed with the boy for a long time.

The boy enjoyed this so much that the next day he tried the same thing. Again, the villagers joined him to help. But there was no wolf and they were annoyed.

Shortly after this a wolf really came out from the forest and started to worry the sheep. The boy quickly ran to the village. He called, "Wolf, wolf!"

But the shepherd boy had annoyed the villagers twice before. They did not want to be fooled again. So not one of them came out to join the boy. Not one/ came to his aid.

$1^1 - 1^2$ (Level C):

Word Recognition in
Context Form: Silent
Reading for Comprehension

200 Word Sample

Student Form:
Page 8

The Hungry Lion

Once upon a time there was a big lion who lived in a cage at the zoo. One day, he was very hungry. When the Keeper gave him his dinner, he ate it up with one gulp of his big mouth. Quite by mistake he ate up the Keeper, too.

For a time, the Keeper was not missed. The four other Keepers sat down to lunch. As they poured some soup, they looked around the table and said, "Where is Bill?"

"Well, we cannot wait for Bill all afternoon," said the Top Animal Keeper. "The soup will get cold in our bowls."

So they sat down to eat, still wondering why young Bill was not there. Suddenly, as they were finishing the soup, there came a loud sound of growling. The growling came from the Lion House. They went to see what was the matter, and there they found the big lion. They stood in a group and looked at him. He was lying on the ground looking very big and fat and not at all happy.

They got a bottle of brown medicine from the drugstore. Then they put the big lion to sleep for the operation. With a large pair of shears they went snip, snip. Out jumped Bill looking not a penny the worse.

$1^1 - 1^2$ (level C):

COMPREHENSION QUESTIONS
(To be read by teacher)

The Hungry Lion

1.	What was the main idea of the story (Meal-time-hungry lion, hungry people)	Main Idea
2.	Who was Bill (A zoo keeper)	Factual
3.	How many keepers worked at the zoo (Bill and four others)	Factual
4.	What happened after the keepers ran to the growling lion (they got medicine, put lion to sleep)	Sequential
5.	What do you think was in the brown bottle (anesthesia, sleeping medicine)	Inference
6.	What do you think the lion thought when he woke up (happy to see Bill, sorry for eating him, hurts)	Opinion
7.	Describe what a "gulp" looks like (accept any indication of a gulp)	Imagery
8.	What do the words, Top Animal Keeper, mean (boss, foreman)	Vocabulary

COMPREHENSION SCORE: Silent Reading (Circle Pupil's Score)

Correct Responses	1	2	3	4	5	6	7	8
Possible Responses	13%	25%	38%	50%	63%	75%	88%	100%

2^1 (Level D): *

Word Recognition in List Form:

50 Word Sample

Student Form:
Page 9

1.	stories	26.	taught
2.	slight	27.	disappointed
3.	knocked	28.	they
4.	yawning	29.	neighbor
5.	enough	30.	gauze
6.	thumb	31.	receive
7.	palm	32.	glue
8.	either	33.	straight
9.	middle	34.	anchor
10.	though	35.	spread
11.	knitted	36.	gnarl
12.	laughter	37.	eighty
13.	photograph	38.	squaw
14.	again	39.	break
15.	herb	40.	should
16.	schooner	41.	nephew
17.	search	42.	through
18.	wreath	43.	wrench
19.	would	44.	feather
20.	relief	45.	daughter
21.	machine	46.	great
22.	hour	47.	huge
23.	stalk	48.	cough
24.	strew	49.	attention
25.	cruise	50.	beautiful

*NOTE: Level D is difficult due to stress on irregularities. Will be reviewed in Book E - Pages 146-end.

2^{1} (Level D):

Word Recognition in Context Form: Oral

200 Word Sample

Student Form:
Page 10

Blue Flower

There was once a little Indian girl named Blue Flower. She was the niece of Sky Chief. Blue Flower knew that her Uncle Sky Chief was the bravest and wisest of the Indians in the tribe. He was fierce in battle. He would lead his men to battle with wild cries and shrieks. But Blue Flower knew that Sky Chief was also a gentle man. She loved him dearly.

Blue Flower, and all the other Indians in her tribe, believed that there was a strange and beautiful bird called a thunderbird. They believed that this bird made thunder.

One day Blue Flower went to the meadow near her wigwam. She wanted to see the thunderbird. But she could not find a thunderbird.

Blue Flower was disappointed. "I'll ask Sky Chief about the thunderbird," said Blue Flower. "He will know all about it."

Sky Chief had the biggest wigwam with the highest ceiling. There were shields and pieces of gold and silver along the walls. Indian beads hung from the ceiling.

"I want to see the thunderbird," said Blue Flower. Sky Chief laughed. "You cannot see the thunderbird. He lives very high in the sky. But you know that a/ thunderbird is passing by when you hear a loud clap of thunder."

Word Recognition in
Context Form: Silent
Reading for Comprehension

200 Word Sample

Student Form:
Page 11

The Deer and the Hunter

It was a nice clear morning in the forest. There was a little dew on the ground, but a new sun was rising over the trees.

A beautiful deer was drinking from a pool. As he drew up the water, he saw his reflection. "Ah," he said, "Few animals in the forest have such noble horns as mine. What beautiful antlers! I only wish I had legs more worthy to carry such a noble crown of antlers. It is a pity my legs grew so narrow and slim"

At that moment, a hunter blew his horn. He aimed his arrow at the deer.

Away bounded the deer. With his nimble legs he ran so fast that you may say he almost flew.

The deer nearly got away from the hunter. But not noticing where he was going, he passed under a few trees with low twigs. His beautiful antlers got snarled up in them.

"Oh," cried the deer, "I hear the hunter coming, and I am stuck here by my antlers." Finally he worked his way free.

"I am lucky. I admired my antlers very much, but I almost got killed when they got stuck in the tree. It was my legs that helped me escape."

2^1 (Level D): COMPREHENSION QUESTIONS
(to be read by teacher)

The Deer and the Hunter

1.	What is the main idea of the story (A lucky deer, A deer's escape from a hunter, learning to like oneself)	Main Idea
2.	What was the deer so very proud of (His antlers)	Factual
3.	Who was in the forest besides the deer (A hunter)	Factual
4.	What happened after the hunter blew his horn and aimed his arrow at the deer (The deer ran into the tree's branches)	Sequential
5.	How do you think the deer felt while he was caught in the twigs (Scared, frightened)	Inference
6.	What do you think the deer will see that is different about his body next time he sees his reflection in the pond (Nimble, strong legs in addition to antlers)	Opinion
7.	Describe what you think the deer's "noble crown" looked like	Imagery
8.	What do the words, nimble legs, mean to you (Fast, swift)	Vocabulary

Comprehension Score: Silent Reading (Circle Pupil's Score)

Correct Responses	1	2	3	4	5	6	7	8
Possible Responses	13%	25%	38%	50%	63%	75%	88%	100%

2^2 (Level E^1): *
Word Recognition in
List Form:

50 Word Sample

Student Form:
Page 12

1.	foaming	26.	were
2.	dipped	27.	bare
3.	chased	28.	sheep
4.	leaping	29.	raise
5.	winked	30.	smile
6.	sprang	31.	cried
7.	quill	32.	first
8.	zest	33.	done
9.	whenever	34.	foe
10.	bridge	35.	vim
11.	grumble	36.	match
12.	drowsy	37.	thirst
13.	pinned	38.	exit
14.	point	39.	year
15.	trouble	40.	rainstorm
16.	hollow	41.	speaking
17.	shore	42.	front
18.	garden	43.	spurt
19.	tiresome	44.	twenty
20.	cunning	45.	sky
21.	contented	46.	delay
22.	dented	47.	cider
23.	jaw	48.	station
24.	town	49.	smooth
25.	full	50.	stood

*NOTE: E^1 pages 1-145 reviews Books A, B, C

2^2 (Level E^1):

Word Recognition in Context Form: Oral

200 Word Sample

Student Form:
Page 13

Bill's Funny Dream

It was a nice, sunny day. Bill was playing in his garden with his large, lazy, gentle, fleecy dog, Spot. His sister Lucy was in the house. Suddenly Bill became very sleepy.

"What a nice day," Bill said to himself. Spot ran away to the center of the yard and wagged his tail. He wanted to play, but Bill said, "I shall rest here under the tree by the edge of the garden for a while. I may even take a little nap." Bill liked to pretend. "This is a quiet place with plenty of space for me to see if there is any danger. I shall be able to see whether there are any giants, goblins, or dangerous strangers hiding behind the hedge."

And shortly after that Bill was fast asleep under the tree. But his mind kept on working.

A fuzzy mist cleared away, and Bill saw a very funny picture. He saw animals he had never seen before. All of them seemed to be mixtures of many animals. They came creeping into the space in the center of the garden.

Bill began to run away, and all the strange animals raced after him. They were like a/crazy circus.

2^2 (Level E^1):

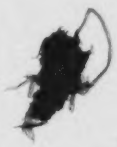
Word Recognition in
Context Form: Silent
Reading for Comprehension

200 Word Sample

Student Form:
Page 14

The Story of Dobbin

Dobbin was a toy wooden horse. He belonged to the twins, Jack and Jerry. He had belonged to them ever since they were very young boys. They had grown up with Dobbin. He was the best toy in the house.



The boys enjoyed playing with Dobbin so much that now he was almost worn out. Poor Dobbin! One leg was broken, one eye was gone, and so were his mane and tail. The cords that held the stirrups had come unwound and fallen down to the ground.

Two of the wheels had come off his little yellow wooden stand. The other two made a loud, shrill, squeaky noise when the boys tried to ride him. It was a noise that sounded all over the house. Dobbin used to be proud and handsome, but now he was in trouble. The boys pretended that he needed some oil in his joints, but in fact his joints did not bend. He was so chipped and soiled that he needed, most of all, a good scouring and a coat of paint.

One day Father came home with a present for the boys. It was a toy horse much larger than Dobbin. It was all/shiny with paint and had a sooty black mane and tail.

2[c] (Level 3[1]):

COMPREHENSION QUESTIONS
(To be read by teacher)

The Story of Dobbin

1.	Describe what worn-out Dobbin looked like (broken leg; one eye was gone; no mane or tail)	Imagery
2.	What did Dobbin need most of all (A good scouring and a coat of paint)	Factual
3.	How do you know the twins had other toys besides Dobbin (He was the best toy in the house)	Inferential
4.	Why do you think Dobbin was a fun toy to play with (Accept any reasonable answer)	Opinion
5.	Dobbin used to be proud and handsome, but why was he now in trouble (He was too worn out to last much longer; he would soon need to be replaced)	Inferential
6.	What present did Father bring for the boys (A larger toy horse)	Factual
7.	Describe the new horse (much larger, shiny with paint, had a sooty black mane and tail)	Imagery
8.	What word in the story means a very high, loud sound (shrill) (child may refer to story)	Vocabulary

Comprehension Score: Silent Reading (Circle Pupil's Score)

Correct Responses	1	2	3	4	5	6	7	8
Possible Score	13%	25%	38%	50%	63%	75%	88%	100%

2^2 (Level E^2): A Review*

Word Recognition in List Form:

50 Word Sample

Student Form:
Page 15

1. room
2. shawl
3. plumber
4. calf
5. turkey
6. enough
7. hymn
8. knock
9. oyster
10. debt
11. wren
12. machine
13. nudge
14. cycle
15. grey
16. beauty
17. through
18. hour
19. biting
20. whistle
21. echo
22. guess
23. dreadful
24. glue
25. invitation
26. gobble
27. blamed
28. winking
29. pursuit
30. guide
31. buy
32. author
33. built
34. straight
35. laugh
36. judgment
37. who
38. caught
39. conclusion
40. honest
41. autograph
42. change
43. search
44. slowly
45. million
46. their
47. wrong
48. dollar
49. mountain
50. vein

*NOTE: E^2 pages 144 - end reviews Book D

2^2 (Level E^2):

Word Recognition in Context Form: Oral

200 Word Sample

Student Form:
Page 16

Captured by Indians

One cold winter day, Daniel Boone went to hunt buffaloes with a man named Stuart. When they had hunted for quite a while, they heard a noise. It was Indians!

The Indians circled all around the two men so they could not run away. Then they tied two men's hands together and led them to their own camp. The Indians' camp was many, many miles into the deep forest.

Daniel and Stuart liked the Indians, although they were afraid the Indians might harm them.

Daniel had to find a way to escape. One night, when it was very dark, he did not go to sleep. He stayed awake for a long time. He waited until all of the Indians were asleep. Then, very quietly, he slowly slid himself inch by inch over to where Stuart was sleeping. Then he nudged Stuart until he was awake.

Very quietly, the two men untied each other's hands. Then they began to creep out of the camp. They must not cough or make any noise.

About an hour later, the Indians were awake. They saw that the white men were gone and started after them at once.

Although the Indians were fast runners, Daniel and Stuart got back to their own camp before the Indians could catch them.

2^2 (Level E^2):

Word Recognition in
Context Form: Silent
Reading for Comprehension

200 Word Sample

Student Form:
Page 17

The Emperor's New Clothes

Many years ago there lived an emperor who was very fond of fine new clothes. He spent all his huge fortune on being well-dressed. He did not care about his army. He did not care for anything, unless it was to show off his new clothes. He made it a law that everyone he ruled must watch him parade in his new clothes.

The Emperor changed his suit twelve times a day. It seemed as if he were always in his dressing room.

One day at dawn two strangers came to the city where the Emperor ruled. The two men were rude, bad men. In fact, they were swindlers. They told everyone they were weavers.

"We can make the most beautiful cloth in the world," they said. "Not only are the colors and patterns the most beautiful in the world, but the clothes that we make of the cloth are very different indeed. These clothes are invisible to anyone who is unfit for his job or who is very stupid."

"Very excellent clothes those must be," said the Emperor to himself. "What a fine way for me to tell which men in my service are not fit for the jobs/they hold.

2^2 (Level E^2):

COMPREHENSION QUESTIONS
(To be read by teacher)

The Emperor's New Clothes

1.	What did the Emperor care about most (Showing off his fine, new clothes)	Main Idea
2.	On what did the Emperor spend all his money (Clothes)	Factual
3.	What law did the Emperor make over everyone he ruled (they must watch him parade in his new clothes)	Factual
4.	How can you tell the Emperor had alot of clothes (He changed his suit twelve times a day)	Inferential
5.	What did the cloth the strangers brought look like (colored, patterned, invisible to some)	Imagery
6.	Why do you think the strangers really came to visit the Emperor (to swindle from him, get some of his riches)	Opinion
7.	How could you tell the Emperor may ask the strangers to make him some clothes (He thought the cloth they could make sounded beautiful, and he probably would want to show off more new clothes)	Inferential
8.	What word tells you that the strangers were planning to cheat the Emperor (swindler) (child may refer to story)	Vocabulary

Comprehension Score: Silent Reading (Circle Pupil's Score)

Correct Responses	1	2	3	4	5	6	7	8
Possible Score	13%	25%	38%	50%	63%	75%	88%	100%

3[1] (Level F):

Word Recognition in list Form:

50 Word Sample

Student Form:
Page 18

1. trail
2. excitement
3. owned
4. mountain
5. hurried
6. strong
7. pointed
8. fierce
9. suddenly
10. poured
11. whistle
12. corner
13. graduation
14. underground
15. saucer
16. least
17. chatter
18. watch
19. amazement
20. frightened
21. field
22. racing
23. tiny
24. nudging
25. cool
26. shadows
27. squeak
28. librarian
29. motioning
30. recite
31. treasure
32. famous
33. kind
34. drove
35. wild
36. garbage
37. deliveries
38. woods
39. column
40. thirteen
41. punish
42. lawful
43. prisoner
44. fly
45. thousand
46. die
47. quiet
48. ago
49. these
50. enjoyed

3[1] (Level F):

Word Recognition in Context Form: Oral

200 Word Sample

Student Form:
Page 19

Gray Fox and the Eagles

Gray Fox was a little Indian boy. His father was Big Chief Beaver. Gray Fox dreamed of the time when he would be big enough to go hunting with the braves. One evening the Indian braves sat close around the fire. Big Chief Beaver quietly smoked a pipe. Tomorrow they would start on the big hunt.

Young Gray Fox sat in the outer circle. He watched the smoke from the campfire curling lazily on its way up to the sky. He listened to the tales of the hunt. The braves had many stories to tell of their great skills in hunting.

Soon the fires burned low. The braves left, one by one, to rest before their long journey. Before sun-up they would be well along the trail. Gray Fox waited until the last Indian brave had left the campfire. Then he crawled over and sat down beside his father, Big Chief Beaver. "Father," said Gray Fox, "I too wish to hunt with the braves. I am strong. My arrow shoots more swiftly than the wind."

"Even the son of a chief must prove his courage before he can hunt with the braves," said his father. "First you must bring me a feather pulled from the tail of a fierce live eagle."

3[1] (Level F):

Word Recognition in Context Form: Silent Reading for Comprehension

200 Word Sample

Student Form:
Page 20

A New Puppy

Bobby Jackson was seven years old. He lived on Mulberry Street with his mother and father. Bobby had always wanted to have a dog. So, when he was seven years old, his mother and father gave him a puppy for his birthday. The puppy was black and white. "What shall we call the new puppy?" asked Father. "Every dog should have a name."

"Let's call him Spot," said Mother. "He has a white spot on his head. Spot would be a good name."

"We could call him Wiggle Waggle," said Bobby. "See how his tail wiggles and waggles all the time?"
"Wiggle Waggle is too long for a dog's name," said Father. "Think how funny you would sound when you called him. You would have to say, "Here, Wiggle Waggle! Here, Wiggle Waggle!" I think one name would be better. Let's call him Waggles.

Bobby and Waggles played together every day. Bobby taught Waggles how to play tag. Waggles would sit on the porch until Bobby hid behind a tree or bush, or in the garage. Then the puppy would run to find him. When he found Bobby, he would bark and wag his tail as fast as it would go. Bobby also taught Waggles to sit up by himself, to lie down as though he were sleeping, and to shake hands. The boy and his puppy became very good friends. But sometimes Bobby thought it was a lot of trouble to have a dog.

3[1] (Level F):

COMPREHENSION QUESTIONS
(To be read by teacher)

A New Puppy

1.	What had Bobby always wanted (a dog)	Factual
2.	How would you describe the puppy (black and white, wagging tail)	Imagery
3.	Why did Bobby's Father think one name for the puppy would be better (It would be easier to say and easier to use when calling the puppy)	Inferential
4.	How can you tell Waggles was a good pet (He played with Bobby every day)	Opinion
5.	Once Bobby was hiding what would Waggles do (He would run to find him)	Sequence
6.	Name two tricks Bobby taught Waggles (sit up, lie down, shake hands)	Factual
7.	What would Waggles do when he found Bobby (bark and wag his tail very fast)	Factual
8.	Do you think Bobby liked Waggles Why (He played with him every day; taught him tricks)	Opinion

Comprehension Score: Silent Reading (Circle Pupil's Score)

Correct Responses	1	2	3	4	5	6	7	8
Possible Score	13%	25%	38%	50%	63%	75%	88%	100%

3^2 (Level G):

Word Recognition in Word List Form:

50 Word Sample

Student Form
Page 21

1. snarl
2. wrinkle
3. spray
4. pleasure
5. tomorrow
6. unnoticed
7. quarter
8. scenery
9. waddle
10. delicious
11. squeal
12. experience
13. equal
14. compartment
15. guard
16. sprout
17. weather-beaten
18. recover
19. wallow
20. inhabit
21. annoy
22. curious
23. foolish
24. precious
25. spectacles
26. opinion
27. disappeared
28. recognize
29. engine
30. accelerator
31. satisfaction
32. wriggle
33. thoughts
34. continuous
35. straight
36. astonish
37. several
38. interfere
39. cautious
40. wander
41. adventure
42. troublesome
43. farther
44. discovery
45. noiselessly
46. uproar
47. breathe
48. furniture
49. hearth
50. figure

3^2 (Level G):

Word Recognition in Context Form: Oral

200 Word Sample

Student Form:
Page 22

A Barn Burns

The rain had stopped, but the moon was still hidden by clouds. Billy, who could hardly see the road, went by memory rather than by sight, for he knew every twist and turn. He pumped hard, standing on the pedals to get over a slight incline. Then he let the bike coast full speed down the next hill, with Bruce racing alongside. Now Billy could see again the tall, red flames. A whole patch of sky was lighted by the fire.

The surfaced road was covered with gravel washed down from the dirt road leading up to Creeper's Hill. The handle bars of Billy's bike bounced painfully against his hands, but there was not time to slow up. The Graysons might be trapped inside a flaming house. Perhaps Dolly and Harry were wildly trying to break out of their box stalls as flames, fed by tons of hay stored in the mow, licked at them and choked them in clouds of smoke.

Billy could almost hear the big horses screaming, so clearly did he imagine what was happening. He was breathing hard now, and his legs ached from the reckless speed he was keeping up. He skidded, making the sharp/turn into Grayson's lane.

3^2 (Level G):

Word Recognition in Context Form: Silent Reading for Comprehension

200 Word Sample

Student Form: Page 23

Timothy Helps an Indian

Timothy rounded a bend in the faint trail he was following and stopped suddenly. All daydreaming fled with the terror he felt. His heart froze with fear. There, a short distance ahead of him, lay an Indian.

Timothy's hair felt as if it were standing straight on end, and his legs felt weak and wobbly. He had heard frightening stories about what the Indians had done to settlers.

Timothy wished he could run away. But he was afraid to move for fear the Indian would see him. As he stood rooted to the spot, Timothy began to realize the Indian had not moved once. Then he heard the Indian give a low, faint moan. Cautiously, Timothy backed away a few steps and turned to run. Then he stopped.

"If the Indian is hurt, is it right to run away and leave him?" Timothy asked himself. "He is a person just as I am. Father says you should always help someone who is in trouble, no matter who it is."

Slowly Timothy retraced his steps and crept up to the Indian and stared down at him. Now Timothy could see that the Indian was in great pain. One leg lay twisted strangely.

3^2 (Level 3):

COMPREHENSION QUESTIONS
(To be read by teacher)

Timothy Helps an Indian

1.	What makes you think that Timothy might have discovered a new way home (The trail was faint, he was daydreaming)	Inference
2.	Tell why you are sure that Timothy was very frightened (hair on end)	Imagery
3.	What do we mean when we say that Timothy moved very cautiously (slowly, carefully)	Vocabulary
4.	What do you think Timothy will do to help the Indian's leg (Accept any reasonable offer of help)	Opinion
5.	Why was Timothy frightened of Indians (stories of what Indians had done to the settlers)	Factual
6.	How could Timothy tell that the Indian was hurt (moaning, lying very still, face looked like he was in great pain)	Factual
7.	When did Timothy decide to help the Indian (When he remembered that his father said to help someone in trouble, no matter who it is)	Sequential
8.	Do you think the Indian harmed Timothy Why	Inference

Comprehension Score: Silent Reading (Circle Pupil's Score)

Correct Responses	1	2	3	4	5	6	7	8
Possible Responses	13%	25%	38%	50%	63%	75%	88%	100%

4^1 (Level H):

Word Recognition in List Form:

50 Word Sample

Student Form:
Page 24

1. robber
2. weather
3. enough
4. angry
5. breathed
6. meadow
7. lately
8. explode
9. serious
10. seized
11. stretched
12. replied
13. thicket
14. immediate
15. neighbor
16. scarcely
17. subject
18. stillness
19. true
20. swan
21. creature
22. climbing
23. woolen
24. their
25. gnawed
26. sprouting
27. pavement
28. waving
29. scolded
30. final
31. revenge
32. bowl
33. farmyard
34. rougher
35. ceased
36. fireplace
37. squeeze
38. gentle
39. could
40. talk
41. squirming
42. rockier
43. dispute
44. flexible
45. drove
46. nurse
47. sooner
48. myself
49. hay
50. insisting

4^1 (Level H):

Word Recognition in Context Form: Oral

200 Word Sample

Student Form:
Page 25

Snaggle-Tooth of Sunken Lake

In a little town at the very edge of the swamp, three or four men were talking about alligators. A little boy twelve years old sat on a fence nearby listening. His name was Ross Allen. Like most boys, Ross Allen loved the out-of-doors. He loved to go on long trips after school with his two most dear friends--"Old Tom" and "Long Tom." Old Tom was an old pointer dog, and Long Tom was a rifle with a very long barrel. Ross would use Long Tom to shoot at whatever Old Tom would find. Old Tom was a very good hunting dog. He could smell rabbits and quails and birds. Long Tom was a very good rifle, and Ross could shoot almost anything with it. With the help of his friends, Ross Allen had become a good hunter. He had also been one of the few visitors to Sunken Lake.

And so, when Major Jim said, "All this talk about big alligators makes me tired. I have never seen one more than twelve feet long in the twenty years that I have hunted," Ross looked up and began to speak. On a misty day at Sunken Lake, he had/seen something very amazing.

4[1] (Level H):

Word Recognition in context Form: Silent

200 Word Sample

Student Form:
Page 26

Abe Lincoln and the Borrowed Book

Tall, lanky Abe Lincoln hurried through the forest. He could not wait to reach home. The cold wind pinched his face, and the sun had almost set in the west. At night, the trees in the forest looked like cruel, tall pirates guarding the forest's green treasures. Abe was not afraid of the woods at night, for he had lived most of his life in the western wilderness. But it was much nicer, just the same, to be home in the log cabin with his family, in front of the warm fireplace.

The wind was growing stronger, and it was getting harder and harder to walk. In his hand, the boy tightly held the book that had caused him to stay out so late. Eleven-year-old Abe could not lose this book. He had walked more than three miles to borrow it. The wind was blowing so fiercely now that it almost snatched the book from his hand.

Abe tried for months to persuade Old Blue Nose to lend him this book, and the old man had finally agreed. It was one of the few books owned by Pigeon Creek settlers, for not many of them could read, and books were very rare in the wilderness.

41 (Level H):

COMPREHENSION QUESTIONS
(To be read by teacher)

Abe Lincoln and the Borrowed Book

1.	What did Abe look like (tall, lanky)	Imagery
2.	What did the trees look like in the forest at night (tall pirates guarding the forest's green treasures)	Imagery
3.	Why wasn't Abe afraid of the woods at night (He had lived most of his life in the western wilderness)	Factual
4.	What was Abe carrying in his hand (A book he had borrowed)	Factual
5.	Why was it getting harder to walk (The wind was growing stronger)	Inferential
6.	What word means one tries to talk another into doing something (persuade) (child may refer to story)	Vocabulary
7.	Where do you think Abe will read the book when he gets home (sit down by the warm fire and read)?	Prediction
8.	Why do you think it took old Blue Nose so long to agree to lend Abe the book (It was one of the few books owned by the settlers)	Opinion

Comprehension Score: Silent Reading (Circle Pupil's Score)

Correct Responses	1	2	3	4	5	6	7	8
Possible Score	13%	25%	38%	50%	63%	75%	88%	100%

4^2 (Level I):

Word Recognition in List Form :

50 Word Sample

Student Form:
Page 27

1. master
2. counts
3. homework
4. worried
5. threshing
6. scratchy
7. frozen
8. dwell
9. troops
10. brought
11. roosted
12. nation
13. sulphur
14. shiver
15. single
16. blind
17. attracted
18. wrinkled
19. quite
20. generous
21. among
22. glacier
23. awful
24. settlement
25. prevent
26. haunt
27. pitiful
28. clergy
29. special
30. studying
31. slippery
32. forbidden
33. lightly
34. human
35. steepness
36. exploit
37. wringing
38. balconies
39. adventure
40. swallow
41. difference
42. brooding
43. weapon
44. ambitious
45. hairy
46. afraid
47. curve
48. thickness
49. unbelievable
50. eager

4^2 (Level I):

Word Recognition in Context Form: Oral

200 Word Sample

Student Form: Page 28

The Cobbler's Son

My name was Tommy Stubbins, son of Jacob Stubbins, the cobbler of Puddleby-on-the-Marsh; and I was nine and a half years old. At that time Puddleby was only quite a small town. A river ran through the middle of it; and over this river there was a very old stone bridge, called Kingsbridge, which led you from the market-place on one side to the churchyard on the other.

Sailing-ships came up this river from the sea and anchored near the bridge. I used to go down and watch the sailors unloading the ships upon the river-wall. The sailors sang strange songs as they pulled upon the ropes; and I learned these songs by heart. And I would sit on the river-wall with my feet dangling over the water and sing with the men, pretending to myself that I too was a sailor.

For I longed always to sail away with those brave ships when they turned their backs on Puddleby Church and went creeping down the river again, across the wide lonely marshes to the sea. I longed to go with them out into the world to seek my fortune in foreign lands--Africa, India, China and Peru!

4^2 (Level I):

Word Recognition in Context Form: Silent Reading for Comprehension

200 Word Sample

Student Form:
Page 29

Esteban--The Discoverer

Among the many fabulous stories concerning the New World that were circulating in Europe during the 16th Century, none had more appeal to adventurous explorers than the fascinating tales of a group of seven wonderful cities rumored to be built of gold.

No white man had ever seen these cities, said to be somewhere to the north of Mexico, and inhabited entirely by richly dressed Red Men.

These fabled Seven Cities of Cibola, beyond the rim of the northern desert, were declared to be rich in treasure, but no one knew exactly where to find them.

Various expeditions searched for these golden cities but none found them. In 1539 another such expedition left Mexico City, headed by a Franciscan monk, Fray Marcos. It included in its party a Negro called Esteban. Esteban, meaning Little Stephen, was from Morocco. He was very dark and wore a beard.

Esteban was an amazing man who had traveled all across the North American continent from what is now the coast of Florida to the west coast of Mexico.

In his travels, he had learned to speak a number of Indian Languages. This knowledge made him invaluable as a translator and guide for the Spanish people.

4^2 (Level I):

COMPREHENSION QUESTIONS
(To be read by teacher)

Esteban--The Discoverer

1.	Which story concerning the New World had more appeal to adventurous explorers (The tales of 7 cities thought to be built of gold)	Factual
2.	What did the people who lived in these cities look like (richly dressed Red Men)	Imagery
3.	Why did explorers want to find these cities (They were said to be rich in treasure, maybe out of greed)	Factual
4.	Describe the country where these cities were said to be... (Dry, desert-like)	Inference
5.	What is the meaning of "party" in this sentence: "It included in its party a Negro called Esteban" (Group of explorers; expedition)	Vocabulary
6.	What did Esteban look like (Negro, dark wore a beard)	Imagery
7.	Why do you feel Esteban was an adventurous man (He had traveled across the North American continent; he joined this expedition to find the seven cities)	Opinion
8.	Do you think the expedition led by Esteban will find the golden cities Why or why not (Accept any reasonable answer)	Prediction

Comprehension Score: Silent Reading (Circle Pupil's Score)

Correct Responses	1	2	3	4	5	6	7	8
Possible Responses	13%	25%	38%	50%	63%	75%	88%	100%

5 (Level J):

Word Recognition in List Form:

50 Word Sample

Student Form:
Page 30

1. pardon
2. swamped
3. flinch
4. rudder
5. beacon
6. keels
7. possession
8. pledge
9. daybreak
10. trough
11. blaze
12. ordained
13. slush
14. coaxingly
15. dependent
16. gentle
17. silence
18. turmoil
19. scowl
20. verdict
21. gaunt
22. basin
23. voucher
24. soothed
25. rampage
26. hearty
27. country
28. diligent
29. resuming
30. devotedly
31. innocent
32. resolution
33. nucleus
34. unexcelled
35. thrive
36. consultation
37. roughhewn
38. chinks
39. solemnly
40. verify
41. tundra
42. scandal
43. prosperous
44. atmosphere
45. collective
46. arrayed
47. wrath
48. mantle
49. hoisted
50. presume

5 (Level J):

Word Recognition in Context Form: Oral

200 Word Sample

Student Form:
Page 31

The Wind in the Willows

The River Bank

The Mole had been working very hard all the morning, spring-cleaning his little home. First with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a pail of whitewash; till he had dust in his throat and eyes, and splashes of whitewash all over his black fur, and an aching back and weary arms. Spring was moving in the air above and in the earth below and around him, penetrating even into his dark and lowly little house with its spirit of diving discontent and longing.

It was small wonder, then, that he suddenly flung down his brush on the floor, said "Bother!" and "O blow!" and belted out of the house without even waiting to put on his coat. Something up above was calling him imperiously, and he made for the steep little tunnel which answered in his case to the graveled carriage-drive owned by animals whose residences were nearer to the sun and air. So he scraped and scratched and scrabbled and scratched, working busily with his little paws and muttering to himself, till at last, pop! his snout came out into the sunlight, and he found himself rolling in the warm/grass of a great meadow.

5 (Level J):

Word Recognition in Context Form: Silent Reading for Comprehension

200 Word Sample

Student Form:
Page 32

The Pest

Tony called to him before he got out the front door of the apartment house. "Where you goin', Hector? Can I go with you? Can I go? Can I, huh?"

Hector pretended he didn't hear. He didn't have time for Tony this morning, or any morning for that matter. Oh, sure, Hector knew the kid was lonely, what with his mother away working all day. But the little boy with the big, brown eyes and curly hair who lived in the apartment next door to Hector's would be a real pest if you let him.

Hector was afraid if he were nice to Tony just once he'd never get rid of him. And who wanted a seven-year-old tagging along behind him? Besides, although he kept quiet about it, Hector was pretty lonely, too. His own mother had been away for two months.

It made Hector sick thinking of Mom still flat on her back in the hospital. And all because some idiot had left a skate on the apartment house stairs. If Hector ever got his hands on that kid, whoever he was, he'd really wring his neck. He couldn't understand how Mom could be so big about it. And after all her suffering too! But Mom didn't hold a grudge. "Forget it, Hector," she said. "It was just an accident. No one left the skate there on purpose."

5 (Level J):

COMPREHENSION QUESTIONS
(To be read by teacher)

1.	What did the boy who lived next to Hector look like (7 years old, little, brown eyes, curly hair)	Imagery
2.	Why was the little boy lonely (His mother was away at work all day)	Inferential
3.	What word in the story means a bother or nuisance (pest)	Vocabulary
4.	Why was Hector's mother in the hospital (She hurt herself when she fell on a skate left on the apartment stairs)	Factual
5.	Why do you think the boy wanted to go along with Hector (He was lonely, wanted to have company, wanted a playmate, etc.)	Opinion
6.	How do you know Hector was really mad at whomever left the skate on the stairs (He said if he ever got his hands on him, he'd wring his neck)	Inferential
7.	Why was Hector afraid of being nice to the little boy (He thought then he would never get rid of him)	Factual
8.	Why do you think Hector kept quiet about being lonely himself (Too big to show outwardly how he felt)	Opinion

Comprehension Score: Silent Reading (Circle Pupil's Score)

Correct Responses	1	2	3	4	5	6	7	8
Possible Responses	13%	25%	38%	50%	63%	75%	88%	100%

6 (Level K):

Word Recognition in List Form:

50 Word Sample

Student Form:
Page 33

1. submerge
2. vicinity
3. intricate
4. detect
5. unconscious
6. fancied
7. joggle
8. shorn
9. romantic
10. wistfully
11. turmoil
12. manifest
13. foolhardy
14. disposition
15. flounder
16. entomb
17. culprit
18. provoke
19. browsing
20. precisely
21. transparent
22. atmosphere
23. ignite
24. syncopated
25. eccentric
26. forge
27. cunning
28. dissipated
29. quay
30. threshold
31. monstrously
32. broach
33. swivel
34. dolt
35. consternation
36. fortify
37. decree
38. ambassador
39. lens
40. philosopher
41. reign
42. exploit
43. transmission
44. epidemic
45. structure
46. supple
47. unabashed
48. treadmill
49. device
50. concave

6 (Level K):

Word Recognition in Context Form: Oral

200 Word Sample

Student Form: Page 34

The Language of Animals

Animals do not have a language in the true sense of the word. The higher forms of animals and also the insects have natural or innate movements and sounds that tell their feelings. This is particularly true of the animals and insects that live in groups or societies. The same animals and insects have natural or inherited ways of answering these signals whenever they see or hear them.

For example, highly social birds like the jackdaw or the greyleg goose have a very full code of such signals, which are made and understood by every bird naturally. That is, the birds know these signals without having to learn them. With such signals, the birds act and react so well together that the human observer is likely to think that they are really talking and understanding a language of their own. But in fact there are many differences between the language of animals and the language of human beings.

In short, the language of animals is automatic or mechanical; the "words" are entirely different from human speech, and their meanings are inherited while they must be learned in human speech.

Human beings doubtless had such codes at one time, which have/been lost because we have developed language to replace them.

6 (Level I):

Word Recognition in Context Form: Silent Reading for Comprehension

200 Word Sample

Student Form: Page 35

Old Man of the Mountains

That morning in late March the frosty peaks were stained rose-gold by the north-swinging sun as old Krag, mighty leader of mountain goats, led his band down from the peaks, through a spring-warmed valley, and up the terrible steppes of a neighboring range to better forage. Only hunger had driven Krag and his black-horned followers from their winter sanctuary in the peaks. There was little to fear in the high country, but there were foes below.

An hour after the goats passed through the valley, their musky trail was struck by a gaunt wolf pack, and the chase began. Ordinarily, the wolves and mountain goats did not meet, for their natural ranges were far removed, but now the nine hungry timber grays, led by a black-coated giant, were trying to overtake the band before it reached the treacherous ledges. If they didn't, they would follow on, for they too were expert climbers. They planned to surprise the goats, scatter them, and pull down the weaker ones.

But a freak blizzard interfered. Blowing up suddenly, it drove the wolves to cover and covered the goats' trail with deep drifts. The scent was lost under the snow, and the wolves were baffled.

6 (Level F):

COMPREHENSION QUESTIONS
(To be read by teacher)

1.	Describe the mountain peaks (Frosty, rose-gold)	Imagery
2.	Why were the mountain goats headed up another range (They were hungry, to find better forage)	Factual
3.	Why do you think the wolves were confused by the blizzard (They lost the goats' scent, it was a freak blizzard)	Inference
4.	Why didn't the black-horned goats stay in the spring-warmed valley (There was little to fear in the high country, but there were foes below)	Factual
5.	How do you think the wolves picked up the goats' musky trail (scent, smell)	Opinion
6.	What did the wolf pack look like (gaunt, skinny, hungry, black, huge, expert climbers)	Imagery
7.	What word in the story tells you the peaks were steep and dangerous (treacherous)	Vocabulary
8.	What word in the story means very thin and bony (gaunt) (child may refer to story)	Vocabulary

Comprehension Score: Silent Reading (Circle Pupil's Score)

Correct Responses	1	2	3	4	5	6	7	8
Possible Responses	13%	25%	38%	50%	63%	75%	88%	100%

7 (Level 1):

Word Recognition in List Form:

50 Word Sample

Student Form:
Page 36

1. feature
2. performance
3. champion
4. occupation
5. oblige
6. dialogue
7. demonstration
8. entertainment
9. circumstances
10. balcony
11. alteration
12. pendulous
13. advantage
14. multiplied
15. techniques
16. horrible
17. authority
18. tendency
19. merriment
20. consequence
21. obscure
22. curtained
23. competitive
24. accompanied
25. parachute
26. violently
27. scrupulous
28. advanced
29. contribution
30. irresistibly
31. intercedes
32. embarrassed
33. regulation
34. achievement
35. perversion
36. admiration
37. protruding
38. savage
39. confidential
40. seize
41. indignantly
42. unanimously
43. deliberating
44. unaltered
45. withered
46. shoulder
47. accommodate
48. irrepressible
49. shrewdness
50. grimy

7 (Level 1):

Word Recognition in Context Form: Oral

200 Word Sample

Student Form:
Page 37

Tomtoms to Telegraph

Crushed and almost penniless, Samuel B. Morse struggled for several years to convince investors that his invention would prove to be a source of untold wealth. His pleas went unheeded. With total failure confronting him, he went to bed one night in his shabby lodgings. Denied even the blessing of sleep, he arose next morning weary and heartsick. Meanwhile a packet ship had arrived carrying mail from the United States. He was handed a letter postmarked "Washington." His hand trembled as he opened it. Now so accustomed to disappointment, he could scarcely believe what he read. At the midnight hour of the expiring session, Congress had appropriated $30,000 for his experimental wire line between Washington and Baltimore.

The work of stringing a wire between the two cities was completed in less than a year. The triumphant inventor demonstrated to the world the unqualified success of the electro-magnetic telegraph. The first message was sent over the sixty-mile wire from the United States Supreme Court room in the Capitol at Washington to Baltimore on May 24, 1844. Since that day telegraph wires have spanned the world, knitting countries and peoples more closely through the medium of instantaneous communication. The letter Morse received was twenty-five days in transit. The same message a few years later could be transmitted in twenty-five seconds.

7 (Level L):

Word Recognition in Context Form: Silent Reading for Comprehension

200 Word Sample

Student Form: Page 38

Margaret Bourke-White

Margaret Bourke-White was a woman photo-journalist. Margaret had an artist's eye and a scientist's sense. She could look at a drab building or a grimy machine and see a composition of light and shadow that would give meaning to the subject.

Margaret became a victim of Parkinson's disease. Its main symptoms are stiffening of the body and constant shaking tremors in the arms and legs. With the realization of the nature of her illness came fear. Then Margaret heard of a daring, brilliant young surgeon in New York City who performed operations on the brains of Parkinsonians. It involved deadening certain parts of the brain. The operation could not help all sufferers of the disease. Some doctors opposed it. But Margaret did not hesitate to ask the surgeon to operate on her brain. Once the decision was made, there was nothing else to worry about. She was now in the hands of the surgeon, fate, and God.

The operation was done under local anesthetic. Margaret couldn't be put to sleep because the surgeon had to talk to her during the operation.

Then it was over and Margaret went to sleep, dreaming of being able to load her camera and making adjustments on/ the lens without shaking and dropping.

7 (Level L):

COMPREHENSION QUESTIONS
(To be read by teacher)

Margaret Bourke-White

1.	What was Margaret's occupation (photo-journalist, reporter, photographer, writer)	Factual
2.	Describe a Parkinsonian (stiff body, shaking)	Imagery
3.	Why was it necessary for the doctor to talk to Margaret during the surgery (He would be able to tell which part of the brain he was touching by how Margaret responded)	Inferential
4.	How would successful brain surgery keep Margaret's arms and legs from shaking (It would deaden the parts of the brain that control the arms and legs)	Factual
5.	How can you tell that Margaret is a courageous woman (She had faith in the surgeon, fate, and God to have the surgery even though the operation was not always successful and some doctors opposed it)	Opinion
6.	What did Margaret do after the operation was over (went to sleep, dreamed)	Sequence
7.	Do you think the operation was a success Why (accept reasonable answers)	Opinion
8.	What do the words "under local anesthetic" mean (medication used to deaden feeling while the person is awake for an operation) (child may refer to story)	Vocabulary

Comprehension Score: Silent Reading (Circle pupil's score)

Correct Responses	1	2	3	4	5	6	7	8
Possible Score	13%	25%	38%	50%	63%	75%	88%	100%

8 (Level N):

Word Recognition in List Form:

50 Word Sample

Student Form:
Page 39

1. suspended
2. necessary
3. accomplish
4. extracted
5. professional
6. construction
7. resume
8. variety
9. sensation
10. numb
11. terrified
12. adornment
13. slyly
14. connived
15. eagerness
16. dishonorable
17. violent
18. strangely
19. emergency
20. suppose
21. conservatively
22. harmless
23. orchard
24. astonishment
25. airless
26. increased
27. vaulted
28. bickering
29. derisive
30. ammunition
31. swaying
32. verge
33. consequence
34. shallow
35. gorge
36. preference
37. breath
38. strict
39. remainder
40. announce
41. scrutinize
42. extraordinary
43. proximity
44. visible
45. thronging
46. frequent
47. gigantic
48. draught
49. arteries
50. meager

8 (Level M):

Word Recognition in Context Form: Oral

200 Word Sample

Student Form:
Page 40

The Gold-Bug

The narrator tells of going out one chilly October evening to visit Legrand in his little house hidden among the dense foliage of the island. Legrand is in a great state of excitement because he has just found a remarkable bug. It is a beetle as big as a walnut, with a golden shell. But his evening he does not have the bug; not having expected the narrator's visit, he has left it with a friend who is also interested in entomology. In his enthusiasm he takes a dirty scrap of paper and draws on it a sketch of the remarkable gold-bug. Just at this moment Legrand's dog rushed in out of the night, jumping about and fawning on the narrator--and when he looks at the paper he sees figures and pictures that do not look at all like a bug. Legrand seems to be angered by his comments on the drawing, but when he looks again at the scrap of paper his manner changes completely. He grows red in the face, moody, abstracted. Presently he locks the paper in a writing desk and because he quickly falls into such an amazingly sullen silence, the narrator goes home.

8 (Level M):

Word Recognition in Context Form: Silent Reading for Comprehension

200 Word Sample

Student Form: Page 41

Top Man

The gorge bent. The walls fell suddenly away and we came out on the edge of a bleak, boulder-strewn valley. And there it was.

Osborn saw it first. He had been leading the column, threading his way slowly among the huge rock masses of the gorge's mouth. Then he came to the first flat, bare place and stopped. The long file sprang taut, like a jerked rope. As swiftly as we could, but in complete silence, we came out into the open ground where Osborn stood. There it was! The fourth highest peak in the world.

The valley stretched away into miles of rocky desolation. To right and left it was bounded by low ridges which, as the eye followed them, slowly mounted and drew closer together until the valley was no longer a valley at all, but a narrowing, rising corridor between the cliffs. What happened then I can describe only as a single, stupendous crash of music. At the end and above the corridor hung the blinding white mass.

One could feel in the very set of Paul Osborn's body the urge that swelled in him to act, to come to grips, to conquer.

8 (Level M):

COMPREHENSION QUESTIONS
(To be read by teacher)

Top Man

1.	Describe the valley the explorers were in (bleak, rocky, boulder-strewn)	Imagery
2.	How tall was the peak the group saw (The fourth largest in the world)	Factual
3.	How did the appearance of the valley change (Narrowed into a corridor between the cliffs)	Factual
4.	What was meant by the blinding white mass (snow-covered mountain peak)	Inference
5.	How can you tell the men were adventurous (They sprang taut, alert, excited)	Opinion
6.	What do you feel Osborn and his group wanted to do (conquer the peak, climb the peak)	Inference
7.	What word indicates a narrow passageway (corridor)	Vocabulary
8.	What word from the story means drawn tightly or tense (Taut) (student may refer to story)	Vocabulary

COMPREHENSION SCORE: Silent Reading (Circle pupil's score)

Correct Responses	1	2	3	4	5	6	7	8
Possible Score	13%	25%	38%	50%	63%	75%	88%	100%

APPENDICES

APPENDIX A

INFORMAL READING TEST RECORD SHEET

Name of Pupil_____

Date_____ Grade in School_____ Teacher_____

Estimated Instructional Reading Level_____

Reading Level	Number of Words Recognized in List Form		Number of Words Recognized in Context Form		Pupil's Total Corrected Score	Standard for Pass 396-400	380-395	Below 380
Level A	(___X 4)	+	_____	=	_____	___	___	___
Level B	(___X 4)	+	_____	=	_____	___	___	___
Level C	(___X 4)	+	_____	=	_____	___	___	___
Level D	(___X 4)	+	_____	=	_____	___	___	___
Level E[1]	(___X 4)	+	_____	=	_____	___	___	___
Level E[2]	(___X 4)	+	_____	=	_____	___	___	___
Level F	(___X 4)	+	_____	=	_____	___	___	___
Level G	(___X 4)	+	_____	=	_____	___	___	___
Level H	(___X 4)	+	_____	=	_____	___	___	___
Level I	(___X 4)	+	_____	=	_____	___	___	___
Level J	(___X 4)	+	_____	=	_____	___	___	___
Level K	(___X 4)	+	_____	=	_____	___	___	___
Level L	(___X 4)	+	_____	=	_____	___	___	___
Level M	(___X 4)	+	_____	=	_____	___	___	___

Independent | Instructional | Frustration

APPENDIX B

COMPREHENSION ANALYSIS SUMMARY FOR SILENT READING

Comprehension-type	Questions asked	# correct	% correct
Main Idea			
Factual-Detail			
Sequential			
Inference			
Conclusions-Opinion			
Imagery			
Vocabulary			
Total			

MISPRONOUNCIATION ERRORS SUMMARY

Reversals	
Medial	
Initial	
Semantic Subst.	
Phonetically Reas.	
Terminal	

READING LEVELS	SILENT	ORAL
Independent Level		
Instructional Level		
Frustration Level		
Auding Level		

COMPOSITE WORD RECOGNITION ANALYSIS SUMMARY

	Errors	% of error
Words Mispronounced		
Words Omitted		
Words Added		
Words Pronounced For Child		
TOTAL		100%

APPENDIX C

DIAGNOSTIC COMPILATION SHEET
WORD RECOGNITION ANALYSIS

Name_____ Date_____ Grade in School_____

Record errors made in oral and word recognition lists

Word as Written	Word as Pronc'd		Specific Error	Type of Error	Reversal	Phonetically Reasonable	Semantic Substitution	Initial Error	Medial Error	Terminal Error	Omission of whole words

contents

ITEMS		ORDER NO.
Students Reading Copy	41 pages	00001-01
Teacher's Administration Copy	54 pages	00001-02

For other instructional units from this same project, see:

notes

Project Evaluation. No data is available at this time.

LIPPINCOTT INFORMAL

READING INVENTORY

The Lippincott Reading Inventory, Levels A through M, grades one (1) through eight (8), was constructed from vocabulary lists and stories in the Basic Reading Series, (1971) Edition, published by the J. B. Lippincott Company.

The purpose of this inventory is to ascertain a child's oral, silent, and auding skills by deriving his independent, instructional, and frustration levels in word recognition and comprehension. This test is useful in inducting a child into the Basic Reading Series who transfers from another district. Also in placing a child within an instructional group at his instructional level, and the assignment of independent study at his level of independence. An analysis of specific skill deficiencies will indicate where prescriptive teaching may be applied.

A Test Record Sheet is provided indicating the standard to be met for "pass" and the independent, instructional, and frustration levels. A Summary Record Sheet denoting areas of comprehension, mispronounciation, and word recognition is also provided, as well as a Diagnostic Compilation Record Sheet.

B

STUDENTS READING COPY
of
LIPPINCOTT'S BASIC READING SERIES
1971 Edition
Informal Inventory

by

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South St. Paul, Minnesota

and

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February - 1973

A

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Manual:
Page 1

1. front
2. grunt
3. stamp
4. mess
5. drift
6. mend
7. hum
8. grasp
9. spot
10. crept
11. step
12. cast
13. grin
14. fret
15. punt
16. drug
17. hand
18. cut
19. past
20. rust
21. stop
22. fact
23. spin
24. rest
25. for
26. tug
27. crisp
28. dust
29. muss
30. drop
31. spit
32. sum
33. stump
34. dent
35. must
36. crop
37. end
38. grass
39. fun
40. mast
41. hunt
42. pest
43. top
44. drip
45. cast
46. hot
47. stem
48. spent
49. mint
50. cross

Level A Stories

Tom and Pat run to the man. The man has a pet dog. The dog has a hat. His hat is red. The pet dog is for Pat. It can run fast.

The dog runs from the man. It is a fat dog. The dog is fun for Pat. The pet dog is on the cot. It must sit on the rug.

Rags is a pet dog. Rags can run fast. Red is not a pet. Red can run fast. Rags and Red run. Can Rags get Red? Run fast, Red. Red runs and runs.

Red runs fast. Rags runs fast. Rags can not get Red. Red is in his nest.

A pig is in the pig pen. It runs at Pat and Pam. Pat and Pam run to the tent. Pat puts up the net.

Tom sat on a rug. Pat sat on a cot. Tag sat on the rug. Tag is a pet cat. Ann ran. A man ran. A ram ran. Dan and Don run. Sam and Ann run.

Tom and Tim rest in the tent. It is a tan tent. A ram runs at Tom and Tim.

A dog digs in a rug. It is a red rug.

Manual:
Page 3

1. smoke
2. made
3. have
4. give
5. kilt
6. alive
7. vow
8. jerk
9. junk
10. five
11. cloak
12. joke
13. before
14. jump
15. once
16. foe
17. just
18. core
19. trailer
20. cord
21. warm
22. flock
23. deeper
24. western
25. vacant
26. sprain
27. stick
28. retreat
29. taste
30. near
31. said
32. wolf
33. please
34. smack
35. blimp
36. helmet
37. handed
38. keeper
39. harmed
40. defeat
41. fawn
42. flare
43. sank
44. here
45. tame
46. brisk
47. messed
48. scarf
49. rattle
50. come

Van's Cave

Van is an old, old man. He lives in a cave near a lake. Van has a bed and a stove in the cave.

Van made the bed of old lumber. He made the stove of old bricks. He sleeps in the bed. Spot likes to sleep near the stove. His bed is just an old coat.

Spot likes to live in Van's cave. It is home for the old man and the dog. Once Van and Spot went to hunt ducks. Van saw a flock of ducks land on the lake. He fired and fired at the ducks.

"I hit five ducks," said Van. "Jump into the water, Spot, and get the ducks for me." Spot jumped into the waves and swam to get the ducks. "Fine dog," said Van. "We will eat the five ducks."

Van and Spot went back to the cave. Van made a fire. Spot must not leave the ducks. He can see a wolf near the cave.

"The fire is hot," said Van. "I will roast the ducks now." Van did not see his five ducks. And Spot was fast asleep.

"Bad dog," said Van. "Now we must go and get more ducks."

Manual:
Page 5

Ride in a Jet Plane

Jack went on a trip in a jet plane. It was his first plane ride. He went to see Jan. Jan's home was in West Falls.

A jet plane is big and it can go fast. It is as sleek as a bird. Jack had not seen a plane as big as the Star Fire.

The plane sat still and Jack went up the steps. Jack sat down near the back of the plane. He had a seat belt to make him safe.

Jack saw the pilot in the front of the plane. His job was to run the Star Fire. Jack saw the hostess. Her job was to help Jack if he sent for her. The hostess was to get him a meal if it was time to eat.

"I press a little button if I want to eat," said Jack. Jack ate on the big plane. He had meat and rolls and jam. "Just like home!" said Jack. "I can eat, and read, and sleep if I want to."

The Star Fire came to West Falls on time. Jack ran down the steps. Jan came in a jeep to meet Jack and take him home.

"I had / fun on the big jet plane," Jack told Jan.

Manual:
Page 7

1. splash
2. shape
3. bridge
4. thrift
5. fleece
6. blaming
7. teach
8. delay
9. they
10. loaded
11. whether
12. crowd
13. double
14. hoping
15. sprung
16. obey
17. share
18. voice
19. chess
20. flapjack
21. droop
22. hitched
23. where
24. burned
25. brook
26. who
27. sly
28. charm
29. confusion
30. abound
31. hollow
32. stingy
33. beside
34. study
35. proof
36. scorch
37. growl
38. while
39. hopping
40. push
41. ginger
42. thrush
43. paving
44. your
45. chop
46. boyhood
47. there
48. correction
49. quicker
50. certain

Manual:
Page 8

The Shepherd Boy

There was once a shepherd boy who tended his sheep at the foot of a big hill. It was near a dark forest. The soil there at the foot of the hill was good and moist. It made the grass nice and green. So the sheep enjoyed grazing all day.

The shepherd boy was lonely. One day, just for fun, the boy rushed down to the village. He called out in a loud voice, "Wolf, wolf!"

All of the villagers came running to join the boy and to help protect the flock. No one saw a wolf, but some of the villagers stayed with the boy for a long time.

The boy enjoyed this so much that the next day he tried the same thing. Again, the villagers joined him to help. But there was no wolf and they were annoyed.

Shortly after this a wolf really came out from the forest and started to worry the sheep. The boy quickly ran to the village. He called, "Wolf, wolf!"

But the shepherd boy had annoyed the villagers twice before. They did not want to be fooled again. So not one of them came out to join the boy. Not one / came to his aid.

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The Hungry Lion

Once upon a time there was a big lion who lived in a cage at the zoo. One day, he was very hungry. When the Keeper gave him his dinner, he ate it up with one gulp of his big mouth. Quite by mistake he ate up the Keeper, too.

For a time, the Keeper was not missed. The four other Keepers sat down to lunch. As they poured some soup, they looked around the table and said, "Where is Bill?"

"Well, we cannot wait for Bill all afternoon," said the Top Animal Keeper. "The soup will get cold in our bowls."

So they sat down to eat, still wondering why young Bill was not there. Suddenly, as they were finishing the soup, there came a loud sound of growling. The growling came from the Lion House. They went to see what was the matter, and there they found the big lion. They stood in a group and looked at him. He was lying on the ground looking very big and fat and not at all happy.

They got a bottle of brown medicine from the drugstore. Then they put the big lion to sleep for the operation. With a / large pair of shears they went snip, snip. Out jumped Bill looking not a penny the worse.

Manual:
Page 11

1. stories
2. slight
3. knocked
4. yawning
5. enough
6. thumb
7. palm
8. either
9. middle
10. though
11. knitted
12. laughter
13. photograph
14. again
15. herb
16. schooner
17. search
18. wreath
19. would
20. relief
21. machine
22. hour
23. stalk
24. strew
25. cruise
26. taught
27. disappointed
28. they
29. neighbor
30. gauze
31. receive
32. glue
33. straight
34. anchor
35. spread
36. gnarl
37. eighty
38. squaw
39. break
40. should
41. nephew
42. through
43. wrench
44. feather
45. daughter
46. great
47. huge
48. cough
49. attention
50. beautiful

Blue Flower

There was once a little Indian girl named Blue Flower. She was the niece of Sky Chief. Blue Flower knew that her Uncle Sky Chief was the bravest and wisest of the Indians in the tribe. He was fierce in battle. He would lead his men to battle with wild cries and shrieks. But Blue Flower knew that Sky Chief was also a gentle man. She loved him dearly.

Blue Flower, and all the other Indians in her tribe believed that there was a strange and beautiful bird called a thunderbird. They believed that this bird made thunder.

One day Blue Flower went to the meadow near her wigwam. She wanted to see the thunderbird. But she could not find a thunderbird.

Blue Flower was disappointed. "I'll ask Sky Chief about the thunderbird," said Blue Flower. "He will know all about it."

Sky Chief had the biggest wigwam with the highest ceiling. There were shields and pieces of gold and silver along the walls. Indian beads hung from the ceiling.

"I want to see the thunderbird," said Blue Flower. Sky Chief laughed. "You cannot see the thunderbird. He lives very high in the sky. But you know that a / thunderbird is passing by when you hear a loud clap of thunder."

The Deer and the Hunter

It was a nice clear morning in the forest. There was a little dew on the ground, but a new sun was rising over the trees.

A beautiful deer was drinking from a pool. As he drew up the water, he saw his reflection. "Ah," he said, "Few animals in the forest have such noble horns as mine. What beautiful antlers! I only wish I had legs more worthy to carry such a noble crown of antlers. It is a pity my legs grew so narrow and slim."

At that moment, a hunter blew his horn. He aimed his arrow at the deer.

Away bounded the deer. With his nimble legs he ran so fast that you may say he almost flew.

The deer nearly got away from the hunter. But not noticing where he was going, he passed under a few trees with low twigs. His beautiful antlers got snarled up in them.

"Oh," cried the deer, "I hear the hunter coming, and I am stuck here by my antlers." Finally he worked his way free.

"I am lucky. I admired my antlers very much, but I almost got killed when they got stuck in the tree. It was / my legs that helped me escape."

Manual:
Page 15

1. foaming
2. dipped
3. chased
4. leaping
5. winked
6. sprang
7. quill
8. zest
9. whenever
10. bridge
11. grumble
12. drowsy
13. pinned
14. point
15. trouble
16. hollow
17. shore
18. garden
19. tiresome
20. cunning
21. contented
22. dented
23. jaw
24. town
25. full
26. were
27. bare
28. sheep
29. raise
30. smile
31. cried
32. first
33. done
34. foe
35. vim
36. match
37. thirst
38. exit
39. year
40. rainstorm
41. speaking
42. front
43. spurt
44. twenty
45. sky
46. delay
47. cider
48. station
49. smooth
50. stood

Bill's Funny Dream

It was a nice, sunny day. Bill was playing in his garden with his large, lazy, gentle, fleecy dog, Spot. His sister Lucy was in the house. Suddenly Bill became very sleepy.

"What a nice day," Bill said to himself. Spot ran away to the center of the yard and wagged his tail. He wanted to play, but Bill said, "I shall rest here under the tree by the edge of the garden for a while. I may even take a little nap."

Bill liked to pretend. "This is a quiet place with plenty of space for me to see if there is any danger. I shall be able to see whether there are any giants, goblins, or dangerous strangers hiding behind the hedge."

And shortly after that Bill was fast asleep under the tree. But his mind kept on working.

A fuzzy mist cleared away, and Bill saw a very funny picture. He saw animals he had never seen before. All of them seemed to be mixtures of many animals. They came creeping into the space in the center of the garden.

Bill began to run away, and all the strange animals raced after him. They were like a / crazy circus.

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The Story of Dobbin

Dobbin was a toy wooden horse. He belonged to the twins, Jack and Jerry. He had belonged to them ever since they were very young boys. They had grown up with Dobbin. He was the best toy in the house.

The boys enjoyed playing with Dobbin so much that now he was almost worn out. Poor Dobbin! One leg was broken, one eye was gone, and so were his mane and tail. The cords that held the stirrups had come unwound and fallen down to the ground.

Two of the wheels had come off his little yellow wooden stand. The other two made a loud, shrill, squeaky noise when the boys tried to ride him. It was a noise that sounded all over the house.

Dobbin used to be proud and handsome, but now he was in trouble. The boys pretended that he needed some oil in his joints, but in fact his joints did not bend. He was so chipped and soiled that he needed, most of all, a good scouring and a coat of paint.

One day Father came home with a present for the boys. It was a toy horse much larger than Dobbin. It was all / shiny with paint and had a sooty black mane and tail.

Manual:
Page 19

1. roam
2. shawl
3. plumber
4. calf
5. turkey
6. enough
7. hymn
8. knock
9. oyster
10. debt
11. wren
12. machine
13. nudge
14. cycle
15. grey
16. beauty
17. through
18. hour
19. biting
20. whistle
21. echo
22. guess
23. dreadful
24. glue
25. invitation
26. gobble
27. blamed
28. winking
29. pursuit
30. guide
31. buy
32. author
33. built
34. straight
35. laugh
36. judgment
37. who
38. caught
39. conclusion
40. honest
41. autograph
42. change
43. search
44. slowly
45. million
46. their
47. wrong
48. dollar
49. mountain
50. vein

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Page 20

Captured by Indians

One cold winter day, Daniel Boone went to hunt buffaloes with a man named Stuart. When they had hunted for quite a while, they heard a noise. It was Indians!

The Indians circled all around the two men so they could not run away. Then they tied the men's hands together and led them to their own camp. The Indians' camp was many, many miles into the deep forest.

Daniel and Stuart liked the Indians, although they were afraid the Indians might harm them.

Daniel had to find a way to escape. One night, when it was very dark, he did not go to sleep. He stayed awake for a long time. He waited until all of the Indians were asleep. Then, very quietly, he slowly slid himself inch by inch over to where Stuart was sleeping. Then he nudged Stuart until he was awake.

Very quietly, the two men untied each other's hands. Then they began to creep out of the camp. They must not cough or make any noise.

About an hour later, the Indians were awake. They saw that the white men were gone and started after them at once.

Although the Indians were fast runners, Daniel and / Stuart got back to their own camp before the Indians could catch them.

The Emperor's New Clothes

Many years ago there lived an emperor who was very fond of fine new clothes. He spent all his huge fortune on being well-dressed. He did not care about his army. He did not care for anything, unless it was to show off his new clothes. He made it a law that everyone he ruled must watch him parade in his new clothes.

The Emperor changed his suit twelve times a day. It seemed as if he were always in his dressing room.

One day at dawn two strangers came to the city where the Emperor ruled. The two men were rude, bad men. In fact, they were swindlers. They told everyone they were weavers.

"We can make the most beautiful cloth in the world," they said. "Not only are the colors and patterns the most beautiful in the world, but the clothes that we make of the cloth are very different indeed. These clothes are invisible to anyone who is unfit for his job or who is very stupid."

"Very excellent clothes those must be," said the Emperor to himself. "What a fine way for me to tell which men in my service are not fit for the jobs / they hold.

Manual:
Page 23

1. trail
2. excitement
3. owned
4. mountain
5. hurried
6. strong
7. pointed
8. fierce
9. suddenly
10. poured
11. whistle
12. corner
13. graduation
14. underground
15. saucer
16. least
17. chatter
18. watch
19. amazement
20. frightened
21. field
22. racing
23. tiny
24. nudging
25. cool
26. shadows
27. squeak
28. librarian
29. motioning
30. recite
31. treasure
32. famous
33. kind
34. drove
35. wild
36. garbage
37. deliveries
38. woods
39. column
40. thirteen
41. punish
42. lawful
43. prisoner
44. fly
45. thousand
46. die
47. quiet
48. ago
49. these
50. enjoyed

Gray Fox and the Eagles

Gray Fox was a little Indian boy. His father was Big Chief Beaver. Gray Fox dreamed of the time when he would be big enough to go hunting with the braves.

One evening the Indian braves sat close around the fire. Big Chief Beaver quietly smoked a pipe. Tomorrow they would start on the big hunt.

Young Gray Fox sat in the outer circle. He watched the smoke from the campfire curling lazily on its way up to the sky. He listened to the tales of the hunt. The braves had many stories to tell of their great skills in hunting.

Soon the fires burned low. The braves left, one by one, to rest before their long journey. Before sun-up they would be well along the trail. Cray Fox waited until the last Indian brave had left the campfire. Then he crawled over and sat down beside his father, Big Chief Beaver.

"Father," said Gray Fox, "I too wish to hunt with the braves. I am strong. My arrow shoots more swiftly than the wind."

"Even the son of a chief must prove his courage before he can hunt with the braves," said his father. "First you must bring / me a feather pulled from the tail of a fierce live eagle."

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A New Puppy

Bobby Jackson was seven years old. He lived on Mulberry Street with his mother and father. Bobby had always wanted to have a dog. So, when he was seven years old, his mother and father gave him a puppy for his birthday. The puppy was black and white. "What shall we call the new puppy?" asked Father. "Every dog should have a name."

"Let's call him Spot," said Mother. "He has a white spot on his head. Spot would be a good name."

"We could call him Wiggle Waggle," said Bobby. "See how his tail wiggles and waggles all the time?"
"Wiggle Waggle is too long for a dog's name," said Father. "Think how funny you would sound when you called him. You would have to say, "Here, Wiggle Waggle! Here, Wiggle Waggle!" I think one name would be better. Let's call him Waggles.

Bobby and Waggles played together every day. Bobby taught Waggles how to play tag. Waggles would sit on the porch until Bobby hid behind a tree or bush, or in the garage. Then the puppy would run to find him. When he found Bobby, he would bark and wag his tail as fast as it would go. Bobby also taught Waggles to sit up by himself, to lie down as though he were sleeping, and to shake hands. The boy and his puppy became very good friends. But sometimes Bobby thought / it was a lot of trouble to have a dog.

Manual:
Page 27

1. snarl
2. wrinkle
3. spray
4. pleasure
5. tomorrow
6. unnoticed
7. quarter
8. scenery
9. waddle
10. delicious
11. squeal
12. experience
13. equal
14. compartment
15. guard
16. sprout
17. weather-beaten
18. recover
19. wallow
20. inhabit
21. annoy
22. curious
23. foolish
24. precious
25. spectacles
26. opinion
27. disappeared
28. recognize
29. engine
30. accelerator
31. satisfaction
32. wriggle
33. thoughts
34. continuous
35. straight
36. astonish
37. several
38. interfere
39. cautious
40. wander
41. adventure
42. troublesome
43. farther
44. discovery
45. noiselessly
46. uproar
47. breathe
48. furniture
49. hearth
50. figure

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Page 28

A Barn Burns

The rain had stopped, but the moon was still hidden by clouds. Billy, who could hardly see the road, went by memory rather than by sight, for he knew every twist and turn. He pumped hard, standing on the pedals to get over a slight incline. Then he let the bike coast full speed down the next hill, with Bruce racing alongside. Now Billy could see again the tall, red flames. A whole patch of sky was lighted by the fire.

The surfaced road was covered with gravel washed down from the dirt road leading up to Creeper's Hill. The handle bars of Billy's bike bounced painfully against his hands, but there was not time to slow up. The Graysons might be trapped inside a flaming house. Perhaps Dolly and Harry were wildly trying to break out of their box stalls as flames, fed by tons of hay stored in the mow, licked at them and choked them in clouds of smoke.

Billy could almost hear the big horses screaming, so clearly did he imagine what was happening. He was breathing hard now, and his legs ached from the reckless speed he was keeping up. He skidded, making the sharp / turn into Grayson's lane.

Timothy Helps an Indian

Timothy rounded a bend in the faint trail he was following and stopped suddenly. All daydreaming fled with the terror he felt. His heart froze with fear. There, a short distance ahead of him, lay an Indian.

Timothy's hair felt as if it were standing straight on end, and his legs felt weak and wobbly. He had heard frightening stories about what the Indians had done to settlers.

Timothy wished he could run away. But he was afraid to move for fear the Indian would see him. As he stood rooted to the spot, Timothy began to realize the Indian had not moved once. Then he heard the Indian give a low, faint moan. Cautiously, Timothy backed away a few steps and turned to run. Then he stopped.

"If the Indian is hurt, is it right to run away and leave him?" Timothy asked himself. "He is a person just as I am. Father says you should always help someone who is in trouble, no matter who it is."

Slowly Timothy retraced his steps and crept up to the Indian and stared down at him. Now Timothy could see that the Indian was in great pain. One leg lay twisted strangely.

Manual:
Page 31

1. robber
2. weather
3. enough
4. angry
5. breathed
6. meadow
7. lately
8. explode
9. serious
10. seized
11. stretched
12. replied
13. thicket
14. immediate
15. neighbor
16. scarcely
17. subject
18. stillness
19. true
20. swam
21. creature
22. climbing
23. woolen
24. their
25. gnawed
26. sprouting
27. pavement
28. waving
29. scolded
30. final
31. revenge
32. bowl
33. farmyard
34. rougher
35. ceased
36. fireplace
37. squeeze
38. gentle
39. could
40. talk
41. squirming
42. rockier
43. dispute
44. flexible
45. drove
46. nurse
47. sooner
48. myself
49. hay
50. insisting

Manual:
Page 32

Snaggle-Tooth of Sunken Lake

In a little town at the very edge of the swamp, three or four men were talking about alligators. A little boy twelve years old sat on a fence nearby listening. His name was Ross Allen. Like most boys, Ross Allen loved the out-of-doors. He loved to go on long trips after school with his two most dear friends--"Old Tom" and "Long Tom." Old Tom was an old pointer dog, and Long Tom was a rifle with a very long barrel. Ross would use Long Tom to shoot at whatever Old Tom would find. Old Tom was a very good hunting dog. He could smell rabbits and quails and birds. Long Tom was a very good rifle, and Ross could shoot almost anything with it. With the help of his friends, Ross Allen had become a good hunter. He had also been one of the few visitors to Sunken Lake.

And so, when Major Jim said, "All this talk about big alligators makes me tired. I have never seen one more than twelve feet long in the twenty years that I have hunted," Ross looked up and began to speak. On a misty day at Sunken Lake, he had / seen something very amazing.

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Abe Lincoln and the Borrowed Book

Tall, lanky Abe Lincoln hurried through the forest. He could not wait to reach home. The cold wind pinched his face, and the sun had almost set in the west. At night, the trees in the forest looked like cruel, tall pirates guarding the forest's green treasures. Abe was not afraid of the woods at night, for he had lived most of his life in the western wilderness. But it was much nicer, just the same, to be home in the log cabin with his family, in front of the warm fireplace.

The wind was growing stronger, and it was getting harder and harder to walk. In his hand, the boy tightly held the book that had caused him to stay out so late. Eleven-year-old Abe could not lose this book. He had walked more than three miles to borrow it. The wind was blowing so fiercely now that it almost snatched the book from his hand.

Abe tried for months to persuade Old Blue Nose to lend him this book, and the old man had finally agreed. It was one of the few books owned by Pigeon Creek settlers, for not many of them could read, and books were / very rare in the wilderness.

Manual:
Page 35

1. master
2. counts
3. homework
4. worried
5. threshing
6. scratchy
7. frozen
8. dwell
9. troops
10. brought
11. roosted
12. nation
13. sulphur
14. shiver
15. single
16. blind
17. attracted
18. wrinkled
19. quite
20. generous
21. among
22. glacier
23. awful
24. settlement
25. prevent
26. haunt
27. pitiful
28. clergy
29. special
30. studying
31. slippery
32. forbidden
33. lightly
34. human
35. steepness
36. exploit
37. wringing
38. balconies
39. adventure
40. swallow
41. difference
42. brooding
43. weapon
44. ambitious
45. hairy
46. afraid
47. curve
48. thickness
49. unbelievable
50. eager

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The Cobbler's Son

My name was Tommy Stubbins, son of Jacob Stubbins, the cobbler of Puddleby-on-the-Marsh; and I was nine and a half years old. At that time Puddleby was only quite a small town. A river ran through the middle of it; and over this river there was a very old stone bridge, called Kingsbridge, which led you from the market-place on one side to the churchyard on the other.

Sailing-ships came up this river from the sea and anchored near the bridge. I used to go down and watch the sailors unloading the ships upon the river-wall. The sailors sang strange songs as they pulled upon the ropes; and I learned these songs by heart. And I would sit on the river-wall with my feet dangling over the water and sing with the men, pretending to myself that I too was a sailor.

For I longed always to sail away with those brave ships when they turned their backs on Puddleby Church and went creeping down the river again, across the wide lonely marshes to the sea. I longed to go with them out into the world to seek my fortune in foreign lands--Africa, India, China and Peru!

Esteban--The Discoverer

Among the many fabulous stories concerning the New World that were circulating in Europe during the 16th Century, none had more appeal to adventurous explorers than the fascinating tales of a group of seven wonderful cities rumored to be built of gold.

No white man had ever seen these cities, said to be somewhere to the north of Mexico, and inhabited entirely by richly dressed Red Men.

These fabled Seven Cities of Cibola, beyond the rim of the northern desert, were declared to be rich in treasure, but no one knew exactly where to find them.

Various expeditions searched for these golden cities but none found them. In 1539 another such expedition left Mexico City, headed by a Franciscan monk, Fray Marcos. It included in its party a Negro called Esteban. Esteban, meaning Little Stephen, was from Morocco. He was very dark and wore a beard.

Esteban was an amazing man who had traveled all across the North American continent from what is now the coast of Florida to the west coast of Mexico.

In his travels, he had learned to speak a number of Indian languages. This knowledge made him invaluable as a translator and guide for the Spanish people.

Manual:
Page 39

1. pardon
2. swamped
3. flinch
4. rudder
5. beacon
6. keels
7. possession
8. pledge
9. daybreak
10. trough
11. blaze
12. ordained
13. slush
14. coaxingly
15. dependent
16. gentle
17. silence
18. turmoil
19. scowl
20. verdict
21. gaunt
22. basin
23. voucher
24. soothed
25. rampage
26. hearty
27. country
28. diligent
29. resuming
30. devotedly
31. innocent
32. resolution
33. nucleus
34. unexcelled
35. thrive
36. consultation
37. roughhewn
38. chinks
39. solemnly
40. verify
41. tundra
42. scandal
43. prosperous
44. atmosphere
45. collective
46. arrayed
47. wrath
48. mantle
49. hoisted
50. presume

The Wind in the Willows

The River Bank

The Mole had been working very hard all the morning, spring-cleaning his little home. First with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a pail of whitewash; till he had dust in his throat and eyes, and splashes of whitewash all over his black fur, and an aching back and weary arms. Spring was moving in the air above and in the earth below and around him, penetrating even into his dark and lowly little house with its spirit of diving discontent and longing.

It was small wonder, then, that he suddenly flung down his brush on the floor, said "Bother!" and "O blow!" and belted out of the house without even waiting to put on his coat. Something up above was calling him imperiously, and he made for the steep little tunnel which answered in his case to the graveled carriage-drive owned by animals whose residences were nearer to the sun and air. So he scraped and scratched and scrabbled and scratched, working busily with his little paws and muttering to himself, till at last, pop! his snout came out into the sunlight, and he found himself rolling in the warm / grass of a great meadow.

The Pest

Tony called to him before he got out the front door of the apartment house. "Where you goin', Hector? Can I go with you? Can I go? Can I, huh?"

Hector pretended he didn't hear. He didn't have time for Tony this morning, or any morning for that matter. Oh, sure, Hector knew the kid was lonely, what with his mother away working all day. But the little boy with the big, brown eyes and curly hair who lived in the apartment next door to Hector's would be a real pest if you let him.

Hector was afraid if he were nice to Tony just once he'd never get rid of him. And who wanted a seven-year-old tagging along behind him? Besides, although he kept quiet about it, Hector was pretty lonely, too. His own mother had been away for two months.

It made Hextor sick thinking of Mom still flat on her back in the hospital. And all because some idiot had left a skate on the apartment house stairs. If Hector ever got his hands on that kid, whoever he was, he'd really wring his neck. He couldn't understand how Mom could be so big about it. And / after all her suffering too! But Mom didn't hold a grudge. "Forget it, Hector," she said. "It was just an accident. No one left the skate there on purpose."

Manual:
Page 43

1. submerge
2. vicinity
3. intricate
4. detect
5. unconscious
6. fancied
7. joggle
8. shorn
9. romantic
10. wistfully
11. turmoil
12. manifest
13. foolhardy
14. disposition
15. flounder
16. entomb
17. culprit
18. provoke
19. browsing
20. precisely
21. transparent
22. atmosphere
23. ignite
24. syncopated
25. eccentric
26. forge
27. cunning
28. dissipated
29. quay
30. threshold
31. monstrously
32. broach
33. swivel
34. dolt
35. consternation
36. fortify
37. decree
38. ambassador
39. lens
40. philosopher
41. reign
42. exploit
43. transmission
44. epidemic
45. structure
46. supple
47. unabashed
48. treadmill
49. device
50. concave

The Language of Animals

Animals do not have a language in the true sense of the word. The higher forms of animals and also the insects have natural or innate movements and sounds that tell their feelings. This is particularly true of the animals and insects that live in groups or societies. The same animals and insects have natural or inherited ways of answering these signals whenever they see or hear them.

For example, highly social birds like the jackdaw or the greyleg goose have a very full code of such signals, which are made and understood by every bird naturally. That is, the birds know these signals without having to learn them. With such signals, the birds act and react so well together that the human observer is likely to think that they are really talking and understanding a language of their own. But in fact there are many differences between the language of animals and the language of human beings.

In short, the language of animals is automatic or mechanical; the "words" are entirely different from human speech, and their meanings are inherited while they must be learned in human speech.

Human beings doubtless had such codes at one time, which have / been lost because we have developed language to replace them.

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Old Man of the Mountains

That morning in late March the frosty peaks were stained rose-gold by the north-swinging sun as old Krag, mighty leader of mountain goats, led his band down from the peaks, through a spring-warmed valley, and up the terrible steppes of a neighboring range to better forage. Only hunger had driven Krag and his black-horned followers from their winter sanctuary in the peaks. There was little to fear in the high country, but there were foes below.

An hour after the goats passed through the valley, their musky trail was struck by a gaunt wolf pack, and the chase began. Ordinarily, the wolves and mountain goats did not meet, for their natural ranges were far removed, but now the nine hungry timber grays, led by a black-coated giant, were trying to overtake the band before it reached the treacherous ledges. If they didn't, they would follow on, for they too were expert climbers. They planned to surprise the goats, scatter them, and pull down the weaker ones.

But a freak blizzard interfered. Blowing up suddenly, it drove the wolves to cover and covered the goats' trail with deep drifts. The scent was lost under the snow, and the wolves were baffled.

Manual:
Page 47

1. feature
2. performance
3. champion
4. occupation
5. oblige
6. dialogue
7. demonstration
8. entertainment
9. circumstances
10. balcony
11. alteration
12. pendulous
13. advantage
14. multiplied
15. techniques
16. horrible
17. authority
18. tendency
19. merriment
20. consequence
21. obscure
22. curtained
23. competitive
24. accompanied
25. parachute
26. violently
27. scrupulous
28. advanced
29. contribution
30. irresistibly
31. intercedes
32. embarrassed
33. regulation
34. achievement
35. perversion
36. admiration
37. protruding
38. savage
39. confidential
40. seize
41. indignantly
42. unanimously
43. deliberating
44. unaltered
45. withered
46. shoulder
47. accommodate
48. irrepressible
49. shrewdness
50. grimy

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Tomtoms to Telegraph

Crushed and almost penniless, Samuel B. Morse struggled for several years to convince investors that his invention would prove to be a source of untold wealth. His pleas went unheeded. With total failure confronting him, he went to bed one night in his shabby lodgings. Denied even the blessing of sleep, he arose next morning weary and heartsick. Meanwhile a packet ship had arrived carrying mail from the United States. He was handed a letter postmarked "Washington." His hand trembled as he opened it. Now so accustomed to disappointment, he could scarcely believe what he read. At the midnight hour of the expiring session, Congress had appropriated $30,000 for his experimental wire line between Washington and Baltimore.

The work of stringing a wire between the two cities was completed in less than a year. The triumphant inventor demonstrated to the world the unqualified success of the electro-magnetic telegraph. The first message was sent over the sixty-mile wire from the United States Supreme Court room in the Capitol at Washington to Baltimore on May 24, 1844. Since that day telegraph wires have spanned the world, knitting countries and peoples more closely through the medium of instantaneous communication. The letter Morse received was twenty-five days in transit. The same message a few years later could be transmitted in twenty-five seconds.

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Margaret Bourke-White

Margaret Bourke-White was a woman photo-journalist. Margaret had an artist's eye and a scientist's sense. She could look at a drab building or a grimy machine and see a composition of light and shadow that would give meaning to the subject.

Margaret became a victim of Parkinson's disease. Its main symptoms are stiffening of the body and constant shaking tremors in the arms and legs. With the realization of the nature of her illness came fear.

Then Margaret heard of a daring, brilliant young surgeon in New York City who performed operations on the brains of Parkinsonians. It involved deadening certain parts of the brain. The operation could not help all sufferers of the disease. Some doctors opposed it. But Margaret did not hesitate to ask the surgeon to operate on her brain. Once the decision was made, there was nothing else to worry about. She was now in the hands of the surgeon, fate, God.

The operation was done under local anesthetic. Margaret couldn't be put to sleep because the surgeon had to talk to her during the operation.

Then it was over and Margaret went to sleep, dreaming of being able to load her camera and making adjustments on / the lens without shaking and dropping.

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1. suspended
2. necessary
3. accomplish
4. extracted
5. professional
6. construction
7. resume
8. variety
9. sensation
10. numb
11. terrified
12. adornment
13. slyly
14. connived
15. eagerness
16. dishonorable
17. violent
18. strangely
19. emergency
20. suppose
21. conservatively
22. harmless
23. orchard
24. astonishment
25. aimless
26. increased
27. vaulted
28. bickering
29. derisive
30. ammunition
31. swaying
32. verge
33. consequence
34. shallow
35. gorge
36. preference
37. breath
38. strict
39. remainder
40. announce
41. scrutinize
42. extraordinary
43. proximity
44. visible
45. thronging
46. frequent
47. gigantic
48. draught
49. arteries
50. meager

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The Gold-Bug

The narrator tells of going out one chilly October evening to visit Legrand in his little house hidden among the dense foliage of the island. Legrand is in a great state of excitement because he has just found a remarkable bug. It is a beetle as big as a walnut, with a golden shell. But this evening he does not have the bug; not having expected the narrator's visit, he has left it with a friend who is also interested in entomology. In his enthusiasm he takes a dirty scrap of paper and draws on it a sketch of the remarkable gold-bug. Just at this moment Legrand's dog rushed in out of the night, jumping about and fawning on the narrator--and when he looks at the paper he sees figures and pictures that do not look at all like a bug. Legrand seems to be angered by his comments on the drawing, but when he looks again at the scrap of paper his manner changes completely. He grows red in the face, moody, abstracted. Presently he locks the paper in a writing desk and because he quickly falls into such an amazingly sullen silence, the narrator goes home.

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Top Man

The gorge bent. The walls fell suddenly away and we came out on the edge of a bleak, boulder-strewn valley. And there it was.

Osborn saw it first. He had been leading the column, threading his way slowly among the huge rock masses of the gorge's mouth. Then he came to the first flat, bare place and stopped. The long file sprang taut, like a jerked rope. As swiftly as we could, but in complete silence, we came out into the open ground where Osborn stood. There it was! The fourth highest peak in the world.

The valley stretched away into miles of rocky desolation. To right and left it was bounded by low ridges which, as the eye followed them, slowly mounted and drew closer together until the valley was no longer a valley at all, but a narrowing, rising corridor between the cliffs. What happened then I can describe only as a single, stupendous crash of music. At the end and above the corridor hung the blinding white mass.

One could feel in the very set of Paul Osborn's body the urge that swelled in him to act, to come to grips, to conquer.